

TITLE PAGE

**CAUSES AND EFFECT OF INDISCIPLINE AMONG OFFICE
TECHNOLOGY AND MANAGEMENT STUDENTS KADUNA
POLYTECHNIC**

BY

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF
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MANAGEMENT STUDIES**

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DECLARATION

I hereby declare that this project work undertaken by me under the supervision of **Mrs. Ojoh I. E. Bernice** of the Department of Office Technology and Management, Kaduna Polytechnic, Kaduna, was totally my effort. Due credit has been accredited to all authors whose work were consulted during the study.

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Date

APPROVAL

This is to certify that this is an original work undertaken by Abubakar Adamu KPT/CBMS/19/41687, and has been prepared in according with the regulations governing the preparation and presentation of research project in Kaduna Polytechnic Kaduna.

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DEDICATION

I dedicate this project to Almighty Allah for the grace and strength He gave me throughout the period of this program

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TABLE OF CONTENTS

	<u>PAGES</u>
Title Page	i
Declaration	ii
Approval Page	iii
Dedication	iv
Acknowledgement	v
Table of content	vi
List of Tables	viii
Abstract	ix

CHAPTER ONE INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	3
1.3	Purpose of the Study	4
1.4	Researcher questions	5
1.5	Significance of the Study	5
1.6	Scope of the Study	6
1.7	Definition of Terms	7

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1	Concept of Office Technology and Management	8
2.2	Concept of Indiscipline	9
2.3	Types of Student Indiscipline	11
2.4	Causes of Indiscipline in Schools	15
2.5	Effect of Indiscipline among Office Technology and Management Students	18
2.6	Acts of Indiscipline in High Institution	22
2.7	Strategies Employed for Curbing Indiscipline Acts among Students	25
2.8	Summary of the Review	29

CHAPTER THREE RESEARCH METHODOLOGY

3.1	Research Design	30
3.2	Area for the Study	30

3.3	Population	31
3.4	Sample and Sampling Techniques	31
3.5	Instrument for Data Collection	32
3.6	Validation of Instrument	32
3.7	Administration of Instrument	33
3.8	Method of Data Analysis	33

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1	Data Analysis	35
4.2	Major Findings	39
4.3	Discussion of Finding	42

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	44
5.2	Conclusion	45
5.3	Recommendation	45
5.4	Areas for Further Studies	46
	Reference	48
	Appendix A letter of introduction	51
	Appendix B questionnaire	52

LIST OF TABLES

Table 3.1	Population of the Study	31
Table 3.2	Sample Size Sampling Techniques	31
Table 4.1	what are the frequent and regular types of students Indiscipline among OTM students	35
Table 4.2	What are the causes of indiscipline among OTM Students	36
Table 4.3	what are the effect of indiscipline among OTM Students	37
Table 4.4	what are the possible solution to curb indiscipline in OTM department	38

ABSTRACT

This research study examine the causes and effect of indiscipline among office technology and management students Kaduna polytechnic. The study look at the causes and solution of indiscipline. A review of related literature was made to provide theoretical framework for the study four (4) research question were formulated to generate data. The population of the study was 595. Out of this 595 population, 397 were taken as sample size for the study with the use of Krejcie and Morgan table. The population group consists of students (ND and HND both regular and evening) of the department of office technology and management. A set of questionnaire containing 35 variables was administered and data were analyzed using the arithmetic mean score method from the findings of the study, it revealed that developing negative attitude towards school, resulting lateness to class, poor attendance among others, disobeying rules and regulation guiding exam conduct, it was recommended that school administrators, parents and teachers must show good example to students since they imitate and copy their behavior and teacher should correct students mistake with love than label the negative .

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Indiscipline can be traced back to the time when man began to organize into society and, as a result, made laws to order man's affairs in a social setting. Students today, particularly those in our institutions of higher learning, exhibit various forms of indiscipline Redemota, (2010); the act of indiscipline involves both adults and children; and the rate of indiscipline is on the rise in the modern world. Africa is not an exception to this general increase in the number of young stars with a negative attitude toward established authority.

According to Dansel (2018), despite the various measures taken by successive governments and school authorities in Nigeria to curb the menace among our students in order to achieve a socially stable society, the rate of indiscipline continues to rise.

It is an understatement to say that proper discipline leads to great achievements, and that disciplined students do well academically. However, it is unfortunate that disciplinary issues have become commonplace in Nigeria's higher education institutions. The issue of student indiscipline has been a source of concern for all stakeholders in the education sector, with many believing that the declining rate of discipline in many schools has contributed to the erosion of high academic attainments, demoralized teaching staff, and brought sorrow and disappointment to many parents.

According to Frimpong(2003), discipline is the mother of all achievements in whatever field of endeavor, and he also emphasized respect for the law, rules, and regulations, self-control, and a desire to live a life worthy of emulation.

According to Charlton and David (2009), the causes of misbehavior in schools are "biological and environmental." They believe that biological causes of misbehavior include problems with the central and peripheral nervous systems, as well as the endocrine glands, as well as disorders in an individual's hereditary characteristics, chromosomal abnormalities, and genetic defects. Other biological conditions that can cause misbehavior in children include hyperactivity, epilepsy, and asthma." Family problems such as long-term separation of young children from their parents (or parent substitutes), which disrupts the bond of relationship between the two, parental deprivation due to death or divorce, and other reasons that lead to inadequate parenting are examples of misbehavior in schools caused by environmental factors.

Indiscipline, according to Smith (2018), is any form of misbehavior that the student(s) can display in the following ways: general disobedience to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behavior, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gagansterism or cultism, etc.

According to Adekunle (2009), other environmental factors that contribute to student misbehavior include child abuse and over permissiveness on the part of parents.

Smith (2018) contends that the fate of any nation is determined by the youths she produces, as they are the leaders of tomorrow. It is also unfortunate to note that student indiscipline has had a wide range of negative consequences for the school system, learning, and society as a whole. We now have secret societies or secret cults in our primary and secondary schools as a result of this indiscipline. If she is to achieve fame and progress in all

fields of human endeavor, the nation and constituted authorities must pay attention to the frequent indiscipline among our students.

According to Marlene (2012), students have become uncontrollable and extremely disrespectful of themselves, teachers, school administrators, parents, and society as a whole. Students engage in a variety of indiscipline behaviors, including boycotting lessons, using social media during lectures, telling lies, violence, dishonesty, disobeying teachers, prefects, and school administration, rapping classmates, vandalism, tardiness to school, cultism, drug abuse, insulting/assaulting, stealing, and rioting, among others. The extent to which students' indiscipline behaviors in school are correlated, and it is unknown whether these influences stem from their peer group's perspectives, their parents' socioeconomic achievements, parent's attitude, teacher's attitude, school culture, climate, and environment; and the magnitude of disorder it causes in school, and what strategies should be implemented to curb this deviant behavior. All of these factors contributed equally to the fact that students come from diverse family backgrounds, economic backgrounds, cultures, and values.

1.2 Statement of the Problem

It has been observed that student indiscipline in Nigerian schools has become a cankerworm that has eaten too deeply into the fabric of students' moral upbringing.

Indiscipline in school has a significant impact on the quality of teaching and learning, as well as uncovered/unfinished school curriculum, which leads to poor results, dropouts, and waste of educational resources invested by stakeholders such as parents and the government. Most students' indiscipline and unrest are clearly planned to cause maximum devastation.

The achievement of educational goals is heavily reliant on students' positive attitudes toward their academic work and teachers' instructional performance. The persistent problem

of dropout, deviant behavior, examination malpractice, lateness, and poor academic performance among students is a major challenge for educational administrators.

According to experience, the majority of students involved in cultism in higher education began their involvement in secondary school. As a result, there is an urgent need for school administrators, teachers, parents, and the general public to work together to eliminate indiscipline in schools. Nigeria cannot afford to be complacent in an environment where large amounts of human and material resources are being squandered, indiscipline is rampant, and an atmosphere of insecurity, frustration, and instability is created in schools, leading to ineffective learning. These facts have not been empirically established, so a study on the causes and effects of indiscipline among office technology students in the department of office technology and management studies is required.

1.3 Purpose of the Study

The goal of this research is to look into the causes and effects of student indiscipline the department of Office Technology and Management, Kaduna Polytechnic, However, the study sought to:

1. Identify the types of indiscipline among Office Technology and Management students.
2. Ascertain the causes of indiscipline among Office Technology and Management students
3. Investigate the major effects of indiscipline among Office Technology and Management students
4. Identify Strategies Employed for curbing indiscipline Acts Among Office Technology and management Students.

1.4 Research Questions

The research will attempt to answer the following question to achieve its objectives.

1. What are the frequent and regular types of students' indiscipline among Office Technology and Management students?
2. What are the causes of indiscipline among Office Technology and Management students?
3. What are the effects of indiscipline among Office Technology and Management students?
4. What are the Strategies Employed For curbing indiscipline acts among Office Technology and Management Department Students?

1.5 Significant of the Study

This study after completion will be of benefit to the following categories of people,

1. Student of Office technology and Management Studies

The findings of this study would be of immense benefit to students of OTM department due to the fact that the course is highly disciplinary course and it will make the relevance of being obedient to lay down rules and the benefits of being law abiding.

2. Management of Institutions or School Administrators

It is hoped that this study will help the managements of institution of higher learning and junior school administrators to take informed decisions in the form of policy formulation and implementation aimed at curbing or reducing the menace of indiscipline.

3. Parents

This study will assist parents in monitoring the activities of their children.

4. Further researcher

The project will serve as guide and source of information for a further detailed study.

1.6 Scope of the Study

This research work focused on Causes and Effects of Indiscipline among Office Technology and Management Students in Kaduna Polytechnic. The study will look at the causes, effects and solution of indiscipline. The study will be carried out in department of Office Technology and Management college of Business and management Studies Kaduna polytechnic. The intends to Identify the frequent and regular types of indiscipline among Office Technology and Management students, Ascertain the causes of indiscipline among Office Technology and Management students Investigate the major effects of indiscipline among Office Technology and Management students and also Examine possible solution to the problem of indiscipline among Office Technology and Management students

1.7 Definition of Terms

The following are the definition of some of the important terms used in this chapter:

Youths:	This is the state or time of being young.
Students:	A person who is studying at a college or university.
Discipline:	Training especially of the mind and character set of rules for conduct method by which training may be given.
Indiscipline:	Lack of control in the behavior of a group of people, the report

identifies the causes of violence and indiscipline in schools.

Education system: Agencies and individuals who contribute in one-year or the other to the process of learning in the society.

Truancy: Act of habit of staying away from school without permission.

School Administration: A formalized system which plans and co-ordinates organ of school (Stating, Reporting and Evaluating all matters of the entire school affairs).

Achievement: Performance in a particular subject area. It is indicated by grades, marks and scores of descriptive commentaries. It includes how pupils deal with their studies and how they cope.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains a comprehensive review of literature relating to the topic under consideration. The literature are obtained from relevant textbooks, internet and are presented under the following such headings.

2.1 Concept of Office Technology and Management (OTM) Students

2.2 Concept of Indiscipline

- 2.3 Types of students Indiscipline
- 2.4 Causes of Indiscipline in schools
- 2.5 Effect of indiscipline on students
- 2.6 Acts of Indiscipline in High Institution
- 2.7 Strategies Employed for curbing Indiscipline among Students
- 2.8 Summary of the review

2.1 Concept of Office Technology and Management

Office technology and management also known as secretarial administration involve the design, implementation, computer system, software and networks for processing and distribution of data and communicating information in order to sustain and improve efficiency and productivity within and outside an organization (Michie, 2001)

Office technology and management is thus a part of the overall administration of business and since the elements of management are forecasting and planning, organizing, coordination and controlling with the view of achieving business objectives' the definition shows managerial functions of an administrative manager. Office technology and management is the study of a wide range of subjects related to careers in the modern office of today. This department provides the training necessary to perform successfully in many clerical, secretarial and office administrative positions

2.2 Concept of Indiscipline

The general educational goals and objectives of the school are to generate integrated individuals who will benefit themselves and society. This can only occur when the school could produce students with good character. This means that the school system is not only

meant for training students in different field of study, but also a place to inculcate moral values to be responsible individuals who can contribute to the development of their society. It implies that discipline among them is important to achieve academic success. In this case, Warren (2014) states that discipline is an indispensable component of instructional programs in schools because the children are ignorant of what is expected of them and might sometime act like “barbarians” inside and outside of the school.

According to Zubaidia (2009), discipline is an act of respect for laws and regulations and the maintenance of an established standard of behaviour and ability to imply self-control, restraint, and respect for oneself and others. In similar term, Redempta (2010) defines discipline as a system of arranging conditions for healthy learning and living.

Asiyai (2012) posited that the term “indiscipline” is a household word in Nigeria today. In fact, it is a word that is found in government offices, private sectors, in politics and all levels of educational institutions. The trend in secondary schools in the present time is indiscipline of all sorts. The trouble with the term is that every individual may know what they mean when they talk about it, but individual meanings can still differ in a sense.

Indiscipline according to Timothy, (2008) is the direct opposite of discipline i.e. lack of discipline. He further quoted (Dittinuiya, 1995) who defined it as any act that does not conform to societal value and norms. He went further to state that; indiscipline in schools; is an unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation.

Timothy (2008) further stated that indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations

and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease.

In addition, indiscipline is also defined according to Akindiji (2011) adapted from Nwakoby (2011) as “an act of misconduct which is not only In physical act but could also be a thing of the mind”. The above definition presupposes that indiscipline is an act of wrong doing and which must not necessarily be seen from a student’s action but the mood of such student could be interpreted as an act of indiscipline or misconduct.

Achebe (2007) on his part defined indiscipline as “a disregard to lay down standards of behaviours, rules and regulations of a social system”. From this assertion therefore, it could be said that indiscipline is negligence of norms and cultures of a social system. Furthermore indiscipline as a concept could also be seen as lack of self-control and utter disregard for constituted authority. An undisciplined person therefore is one who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society (Nwakoby 2001).

2.3 Types of Student Indiscipline

According to Lewis (2016) School and student indiscipline is a burning problem and issue of great concern for teachers and policy makers due to aggression and indiscipline among students, violent within the environment. It is behavioral disorder like stealing, abusive language, dishonesty, lying which can cause physical damage to school or home property this also cause mental and emotional stress. The following are the main types of indiscipline in school.

- 1. Reaching the School Late:** It is the most usual form of indiscipline in a school. There are a number of students who reach the school late in daily routine. And they don’t show

punctuality. Some of them are found not interested in attending lectures regularly. Because there are a number of possible reasons students arrive to class late, considering which causes are at the root of the problem can help guide instructors to appropriate responses and strategies. Understanding the reasons, however, does not require tolerating the behavior. Some of the factors that may affect late-coming high institution students to school are discussed below;

Alio, (2003). Highlighted social status and educational level of parent as factors that may influence school attendance and late coming, the study further pointed out that, geographical location of school, student's attitude towards the first cause of the day and inadequate supervision of student's activities or performance by lecturers and parents and poor lecturing methods among others may also affect lateness on the part of students.

Talking in the Class: It is rather difficult for the teacher to maintain or keep pin-drop silence in the class. When the teacher lessons some students look disturbed due to insufficient class environment and sometimes they are found to be uninterested in the lessons due to rigid and outdated teaching method and strategy. Some students may not feel challenged enough to behave properly. If the information taught is not appropriate for the learning abilities of an individual, students may mentally withdraw out of boredom or frustration, resulting in behavior problems. Additionally, a particular teacher's instruction style may cause conflicts with a student, disrupting the learning process.

2. **Neglecting Homework:** Homework is defined as a task assigned by a teacher for students to be done after school Homework is given for students to elevate retention and

understanding of covered material, It is commonly observed in education institution that student neglect home assignment. It is rather strange that they have enough time to write a kind sentence as punishment hundred times but they are found uninterested to do the home assignment daily. According to Ellsasser, (2017). The purpose of homework need to be explicitly clear to all students so that they can understand how it will help them succeed.

3. **Telling Lies:** Most children lie sometimes. Although an occasional lie is not a reason for serious concern, teachers should be concerned about a student who lies frequently. Students who lie can become skilled at the behavior; the lying then might become habitual to the point that they lie with little concern for the consequences, which can be considerable. Frequent lying can cause classmate distrust, and lead to peer rejection, which can give rise to additional behavioral or academic problems. The student often tells lies in various cases that create disciplinary problem in the class. They lack confidence and coverage to face reality due to which they tell lies.
4. **Disrespectful Behavior toward the Teacher:** When a child is disrespectful to teachers or classmates, the first source to consider is the behavior of the adults in this child's life. Children who aren't treated with respect have no model for respectful behavior. This form of discipline is usually seems in the student who reached to adolescent period. They mostly show disrespectful behavior toward teachers in various cases. They refuse to obey the orders of teachers.
5. **Stealing:** Students steal for a variety of reasons. Some steal simply because they want an item and haven't developed the impulse control to curb their behavior. Others steal to express unhappiness or distress, or to get back at someone they believe has wronged

them. Still others steal to gain status with their peers or to get attention from their teachers. It is commonly observed that some students steal pencils, books, pens copies and other articles from their classmates. It is of form of indiscipline that needs serious attention of teachers and parents to solve it in time.

Several forms of indiscipline acts pervade through every corner of schools in Nigeria among the student. Some occurred within the classroom, some within the school premise, while some others are carried out outside the school premises. Lewis (2016) as quoted by Morongwa (2016) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which is disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of these behaviours which he believes can impact negatively on the morale of the student himself and mention them as follows:

- a) A learner consistently comes to class late and disrupt the flow of the class;
- b) He/she talks while the teacher is addressing the class;
- c) He/she writes graffiti on school property;
- d) Another one continuously calls out in class;
- e) One is not listening and asks questions that have already been answered;
- f) Another one defies the teacher and refuses to follow instructions;
- g) Another one moves around in the class to point of becoming a distraction.

Also, on the part of Rosen (2017) he identifies ten other types of disciplinary problems or indiscipline acts among the students and which may lead to suspension as a way of punishing any learner who perpetrate such acts, among these are:

1. Defiance to school authority;
2. Class destruction;
3. Truancy;
4. Fighting;
5. The use of profanity;
6. Damaging school property;
7. Violation of school dress code;
8. Theft/stealing;
9. Leaving campus without permission; and
10. Not reporting after school detention or Saturday school.

Donnelly (2000) also mentions other common types of indiscipline acts experienced in Nigerian schools, he therefore mentioned among other things: fighting, insubordination, little support for educators, a general climate of disrespect and distrust of the administration.

2.4 Causes of Indiscipline in Schools

A fundamental issue when attempting to probe indiscipline amongst students is to understand its cause. When addressing the issue of indiscipline in school, one should be cautious because, the symptoms of indiscipline in schools are easily recognizable, but the causes are more subtle.

Onyije & Ojedapo (2010), one of the cardinal objectives of education is to inculcate right type of values and attitudes for the survival of the individual and Nigerian society.

Some factors that cause indiscipline among students such as government nonchalant attitudes to education, parental factors and the teachers' attitude.

Songolo & Mutekenya (2015), argue that promoting student self-esteem and belongingness is more effective in reducing behaviour problems than punishment. The indicators of a disciplined school system are very salient. Good academic results constitute one of them. Serakwane (2007), cited that in well-discipline schools, "rather than rely on power to enforce primitive models of behaviour control (staff) share decision making power widely and so maintain a school climate in which everyone wants to achieve."

Kompf & Denicolo (2015) say that; order must be established before any learning is possible, and as such this can be characterized independently from what is to be learnt. Achieving order and maintaining it requires 'teaching skills' and 'classroom management techniques' the effectiveness of which is verified empirically.

Gutuza & Mapoliza (2015) posit the alarming increase of indiscipline in higher institution of learning that indiscipline is caused by the external social environment; and that the education provided will not prevent indiscipline from recurring. Factors like drug abuse, laxity on the part of parents to nurture their children normally, influences of the mass media and peer pressure, among others, have been frequently cited as common causes of student indiscipline.

However, it appears that laxity among teachers and subsequent excessive use of punishment and prefects to manage social affairs at school is responsible for the rapid growth in the number of indiscipline cases.

Indiscipline acts in schools is not an obscure problem or phenomenon that it causes cannot be ascertained. In fact, scholars have carried out extensive studies on it and have been

able to identify several factors that have led to its occurrence in our institutions of learning being it locally, nationally and internationally. For instance, Oyetubo and Olaiya (2009) cited and presented seven likely causes of the phenomenon in school and which include:

- a) The idea of democracy with its emphasis on the rights and freedom of the individual;
- b) The “generation gap” in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old;
- c) The high level of sophistication of young men and women compared with that of the old generation;
- d) The influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority;
- e) The failure of the adults, both in society and at school to set standards of good behaviors for young men and women to follow;
- f) The failure of many homes to provide basics and essential moral training in the upbringing of the children and the failure of parents to set good examples;
- g) The failure in communication between young men and women insisting on their right and the authorities who tend to set the issues involved simply from the “official” point of view.

Also, on the part of Morongwa (2016), eight factors were identified as the causes of indiscipline among student which among other things include:

1. Parental/home influence;
2. Teacher/educators;
3. Political, social;

4. Economic factors;
5. Learners with emotional problems;
6. Head teachers/principals factor; influence of gender and race;
7. Public schools versus private schools.

Furthermore more, [Technology can help students](#) by making learning more engaging and collaborative. Rather than memorizing facts, students learn by doing and through critical thinking. This could be as simple as taking an interactive quiz in class or participating in tech-enabled group discussions. Or it could be as involved as playing educational games, practicing in science experiments in a virtual lab or taking a virtual field trip (Morongwa, 2016).

Cellphones and laptops can be distracting for students in classrooms, and new research also shows that using electronic devices can lead to act of indiscipline.

In addition, Parson (2004) talked differently when she itemized inter alia some causes of indiscipline acts and it includes: The school, the society, wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules, bad home training and upbringing. Timothy (2008) on his part identified five causes for acts of indiscipline. Meanwhile, all the causes identified by Nwakoby (2001) and Timothy (2008) in addition with other previous researchers are seemingly different but the same in a way and are summarily presented as follows:

1. Home influence/parental factors;
2. The school authority/Head teachers' factor;
3. The educators/school staff factor;
4. The mass media factor;

5. The society; The student/peer group;
6. The curriculum.

2.5 Effects of Indiscipline among OTM Student

According to Ovell (2001) discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to healthy classroom environment that in turn promote respect for education and a desire for education.

Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individual is of no use to the individuals, the families and the society.

According to Finn (2008) and Oliver (2011) as cited by Simuforsa and Rosemary (2014) are of the view that, when students misbehave they learn less and keep their peers from learning. Teacher contact time is reduced as more time is devoted to managing misbehavior rather than teaching.

Finn (2009) assert that this create stress for teachers when they are detracted from academic time.

Finn et al (2009) cite a survey of 805 members of American Federation of Teachers Union and report that 17% of teachers lost about 4 hours a week to destructive behavior, while an additional 19% of teachers lost between 2 and 3 hours per week to destructive behavior. This time and energy needed to cope with some destructive students can be physically draining and emotionally exhausting. Indiscipline has done more harm than good to education in the country. It has resulted to poor academic performance in schools. As a

result of indiscipline, many students have neglected their studies and this makes them involved in examination malpractices and other academic vices. Indiscipline students waste a lot of time which affects their studies and performance.

Following students' indiscipline, resource materials and facilities are wasted, student-teacher relationships are stained and the climate for mutual respect necessary for learning compromised.

The effects of students' indiscipline on teaching and learning process are poor performance (Matsimoto, 2000). This is because much time is spent on discipline cases, less time on teaching and this result in syllabus not being completed hence students' inadequate preparation for examinations. According to Him, school discipline has great effects on school academic performance. The school infrastructure or any other resources/materials are damage because of negative behavior. They end up messing the culture of the school. Teaching becomes a problem and the overall performance goes well below the least expected. Indiscipline poses a problem since it leads to poor results. Usually indiscipline students' perform badly academically.

The effects can be categories into short term, medium term and long term. In the short term, there is dropping off in concentration in classroom because there is no classroom policy for effective teaching and learning to take place. In the medium term, learning rarely takes place and teachers time and energy is wasted in dealing with trouble makers and this result in syllabus not been completed and students involving themselves in examination malpractices and the chief effect is poor academic performance. In the long term, standards really go down in an indiscipline school. There is huge increase in fighting, bullying, vandalism, crime, drug related cases.

Other Effects of Indiscipline Include

1. **Rioting:** A riot ([*/ˈraɪət/*](#)) is a form of [civil disorder](#) commonly characterized by a group lashing out in a violent public disturbance against [authority](#), [property](#) or [people](#). Riots typically involve [theft](#), [vandalism](#), and destruction of property, public or private. The property targeted varies depending on the riot and the inclinations of those involved. Targets can include shops, cars, restaurants, state-owned institutions, and religious buildings. Riots often occur in reaction to a [grievance](#) or out of [dissent](#). Historically, riots have occurred due to poor people with no jobs or [living conditions](#), governmental [oppression](#), [taxation](#) or [conscription](#), conflicts between [ethnic groups](#), ([race riot](#)) or religions ([sectarian violence](#), [pogrom](#)), the outcome of a sporting event ([sports riot](#), [football hooliganism](#)) or frustration with legal channels through which to air grievances. While individuals may attempt to lead or control a riot, riots typically consist of disorganized groups that are frequently "chaotic and exhibit [herd behavior](#)."^[1] However, there is a growing body of evidence to suggest that riots are not irrational, herd-like behavior, but actually follow inverted social norms
2. **Sexual Assault:** Sexual assault is an act in which a person intentionally sexually touches another person without that person's [consent](#), or [coerces](#) or physically forces a person to engage in a [sexual act](#) against their will.^[1] It is a form of [sexual violence](#) which includes [rape](#) (forced [vaginal, anal or oral penetration](#) or [drug facilitated sexual assault](#)), [groping](#), [child sexual abuse](#) or the [torture](#) of the person in a sexual manner.
3. **Cultism:** Cult has come to usually refer to a [social group](#) defined by its unusual religious, [spiritual](#), or philosophical beliefs, or its [common interest](#) in a particular personality, object or [goal](#). This sense of the term is controversial and it has divergent

definitions in both popular culture and [academia](#) and it also has been an ongoing source of contention among scholars across several fields of study. It is usually considered [pejorative](#). In the [sociological classifications of religious movements](#), a cult is a social group with [socially deviant](#) or [novel](#) beliefs and practices, although this is often unclear. Other researchers present a less-organized picture of cults, saying that they arise spontaneously around novel beliefs and practices. Groups said to be cults range in size from local groups with a few members to international organizations with millions

4. **Stealing and Lying:** Lying and Stealing. Lying and stealing are common, but inappropriate, behaviors in school-aged children. While some severe forms of these behaviors can indicate a more serious psychological problem, most of the time it is simply a common behavior that will be outgrown.
5. **Drug Abuse:** Drug abuse or substance abuse refers to the use of certain chemicals for the purpose of creating pleasurable effects on the brain. There are over 190 million drug users around the world and the problem has been increasing at alarming rates, especially among young adults under the age of 30. Apart from the long term damage to the body drug abuse causes, drug addicts who use needles are also at risk of contracting HIV and hepatitis B and C infections.

possible solutions to curb indiscipline in Office Technology and Management department

2.6 Acts of Indiscipline in High Institution

Many scholars opined that different factors were responsible for students' indiscipline in schools. These include parental factor, political factor, socio-economic factor, school factor, curriculum factor, and peer group factor.

According to Olaitan et al. (2013) most scholars regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in schools.

From the perspective of Alidzulwi (2014), many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Also, Bowman (2004) believes that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools.

According to Rossouw (2003), Olaitan et al. (2013), politics and socio-economic factors are some of the responsible causes of students' indiscipline in schools. According to them, teachers have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. Saying that the over-emphasis placed on learners' rights may cause a kind of don't-care attitude and lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Thus, children who experience social alienation from others are often misbehaved.

School Environment as a factor. Olaitan et al. (2013) contends that every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day. Olaitan (2013) posited that safe and supportive school environments depend on students, staff and parents demonstrating mutual

respect. This is to say all members of the school community students, staff and parents must know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001).

In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment.

Curriculum is one of the causes of students' indiscipline in schools (Olaitan, 2013). This is because the relevance of curriculum to the learners' needs influences discipline at school. The author further ascertains that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Also, learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Peer Group Influence is one of the responsible causes of students' indiscipline in schools (Olaitan, et al., 2013). The peer group influences what the student values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 2002 & Hartup, 1983). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. Expressing further, they buttressed that peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks.

Simpkins (2003). Extracurricular activities give them pride and they learn that if an activity is worth doing, it is worth doing well.

Ministry of Education (1996). Thus, a “school that provides a rich and varied program of school activities contributes to strengthening the school spirit and personal development of students”

According to the Ministry of Education policy document (1996): Routine activities in the classroom help in promoting one of these skills, though the classroom focus tends to be more on the intellectual than emotional domain. The development of other life and social skills will depend largely on the whole ethos of the school and on its program of extra-curricular activities such as various sporting activities, clubs, societies, school debates, drama and cultural presentations, meetings of cultural and religious groups.

Schools play an important role in promoting a sense of responsibility in students through the activities which go on outside the classroom and through school structures that give increasing levels of personal responsibility in their later years. The process of education can be divided in two parts: curricular activities and extra-curricular activities. Extra-curricular activities are recognized as a source of enhancement and vitalization of the school curriculum through the promotion of students’ hobbies and interests.

2.7 Strategies Employed For Curbing Indiscipline Acts among Students

The possible ways by which indiscipline acts can be reduced or eradicated; Different strategies can be used to deal with indiscipline case in schools. Notable among them may include;

1. **Detention and Withdrawal of Privileges:** Withdrawal of a privilege may include non-permission of a learner to participate in outdoor activities, field trips, tours, serve as class

monitor etc. Dadisman, King, Manahan and Quade (2000), to them detention and revocation of privileges like recess approach are more enlightened and constructive than beating learners. Evertson, Emmer and Warsham (2003), writes about withholding a privilege in order to lessen unproductive social behavior. The privilege can any popular or desired activity and it could be restored provided an appropriate behavior is displayed again.

2. **Clear Guidelines/Rules:** Friction and misunderstandings in the school can be kept to an minimum by enforcing clear rules and guidelines. This will in turn promote not only productivity but also a positive studying environment. The student must therefore have clear rules and guidelines in the school. According to Deaukee(2010) as cited by Ali, Dada, Isiaka and Salmon (2014), one of the most basic and common part of traditional discipline system is the setting of rules. Everton, Emmer and Warsham (2000) explained that a rule identifies general expectations or standards for behavior and added that giving the students, a clear set of expectation for what is appropriate will be a major start towards establishing a positive classroom and school environment that will be devoid of unruly behavior from students.
3. **Classroom Control and Management:** Disruptive pupils in classroom have long been a problem Fontana (2004) as cited by Njoroge and Nyabuto (2014). He writes about classroom control and strategies for guiding and reshaping problem behavior. He refers to attempts made in the U.S.A and UK to improve behavior. The suggestion for behavior modification approach takes its starting point from the recognition that behavior which is acceptable tends to be rewarded while those type of behavior that receive no reward tend to be eliminated. Fontana (2004) writes about cognitive approach to the problem of disruptive behavior. The approach deals with the question

of motivation, interest and life goals. If the level of motivation and interest are high, then learning readily takes place. Although individuals may vary, in most cases where children are allowed or given the chance to manage themselves by for example, choosing own leaders to monitor noise level and task completion, they will behave better.

4. **Positive Teacher-Learner Relationship:** According to Paul (2006) as cited by Ali, Dada, Isiaka and Solmon (2014), this have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere devoid of unruly behaviors in the entire school environment and this will determine whether a learner will benefit from a teaching learning situation. Hood and Hood (2001) concluded in their studies that, teachers should be aware of the need for positive loving relationship if learning is to take place. However, if trust is lacking in the relationship between educator and learner, then the educator is in the position of power instead of authority (Oothinsen, Wolhuter and du Tiot 2003). Ali et al (2014) observed that behaving consistently and being open and approachable will ensure a healthy relationship.
5. **Role Modeling:** Wolfgang (2009) teacher should at all times be exemplary in being responsible and committed to people around him or her. This is based on the fact that learners or children in general worship their heroes and imitates those they appreciate and admires. A teacher who approaches his class with honesty, trustworthiness, and being exemplary in turn will be received with warmth and eagerness by learners. Field and Fields (2006), claim that, teacher and parental examples are productive

methods of guidance and discipline. They added that, sometimes the cause of inappropriate behavior is that children have learned from inappropriate role models.

6. **Guiding and Counseling Students:** Sherzer and stone (2006) cited by Samoei (2012) describe guidance and counseling as a preventive force. To them optimum development of the individual comes through providing an emotional climate and environment that assist positive healthy attitudes and feelings. This means that people with healthy attitudes and feelings are not likely to involve themselves in behavior that is not acceptable. Guidance and counseling motivate students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they are obligated or fear the consequences, it enable the student to possess vision and discernment which involve sensitivity, judgment and understanding and lead to decisive action.

According to Okumbe (2001) strategies for managing indiscipline acts in school can be categories into two, thus preventive and corrective. He further explained that, preventive discipline entails the educational manager taking an administrative action to encourage employees and students to fellow the standards rules and regulations which prevent infractions. The principal is to instill self-discipline in organizational participant. In order to encourage preventive discipline, educational managers should provide an enabling organizational climate in which expected standards are stated positively. Corrective discipline according to Him is an administrative action which fellow an infraction of rule. It aims at discouraging further infringement of rule. Normally, the administration action meted out is a disciplinary action.

2.8 Summary of the Review

In summary, this chapter discussed various difference authors' opinion on the subject matter and careful analysis was made by the researcher to select the needed and relevant information under the following headings which includes the concept of indiscipline, effect and causes of indiscipline, types of indiscipline and strategies employed for controlling indiscipline among students and their activities. And also indicate of discipline school system is very silent and how student neglected their studies and this makes them involved in examination malpractices and other academic evils.

Therefore there is needed to get to the root causes of indiscipline amongst the students of higher learning with a view to finding a solution. In this light the researchers concern is to find out factors responsible for indiscipline among OTM students in Kaduna polytechnic. With a view to provide solutions in order to make our educational system what it ought to be.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter gives a detailed description of the methodology adopted in the collection of data uses in the analysis. This is presented under the following headings:

- 3.1 Research Design
- 3.2 Area for the Study
- 3.3 Population of the Study
- 3.4 Sample and Sampling Technique
- 3.5 Instrument for Data Collection
- 3.6 Validation of Instrument
- 3.7 Administration of the Instrument
- 3.8 Methods of Data Analysis and Techniques

3.1 Research Design

The research design adopted for this study will be case study. This method was considered relevant for the study because it involve collection of ideas, opinion and information from the respondents. This is in line with Sacks, (2005) that a case study should be used to cover classes and categories of people.

3.2 Area for the Study

The study would be carried out in the Department of Office Technology and Management, College of Business and Management Studies (CBMS), Kaduna Polytechnic Kaduna.

3.3 Population

The population comprises of the entire ND, HND regular and evening students and staffs of office technology and management department, Kaduna polytechnic, Kaduna and the entire population amounted to 595 in all. A breakdown of the population is presented in the table below as obtained from the department under study.

S/N	Class	Number of Students/Staffs
1	ND Students Regular	288
2	ND Students Evening	61
3	HND Students Regular	167
4	HND Students Evening	53
3	Department Staffs	26
	Total	595

3.4 Sample/Sampling Technique

A sample is a part of a population under consideration that represents the whole population (Robert, 2012). Therefore sample size of 397 was adopted for the study, this in line with Krejcie and Morgan (1970) sample size determination table.

S/N	Class	Number of Students Staff	Sample Size
1	ND Students Regular	288	163
2	ND Students Evening	61	52
3	HND Students Regular	167	114
4	HND Students Evening	53	44

5	Department Staffs	26	24
	Total	595	397

3.5 Instrument from Data Collected

Questionnaire will be used to collect data from the respondents. Vladimir (2009) opines that questionnaire is the best method for data collection from a literate sample in a reasonable period. The questionnaire was designed in such a way that the respondents ticked their responses in appropriate boxes provided. The questionnaire is strictly based on the research questions formulated for this study. The questionnaire was divided into five (5) sections (A-E). Section A: sought for personal data of the respondents. Section B: what are the most frequent types of students' indiscipline among OTM students. Section C: what are the major causes of indiscipline among OTM students? Section D: what are the effects of indiscipline among OTM students? Section E: What are the possible solutions to curb the identified causes of indiscipline in OTM department?

3.6 Validation of Instruments

According to Robert (2012), one important way of ensuring that the right instrument and correct measurement has been taken is that the outcome must be in consonance with two major criteria for measuring quality known as validity and reliability. Validation by experts as opined by Nwabkana (2013) is an effective method for content validation of research instrument.

The instrument will be validated by the project supervisor and two (2) other lecturers in the department. Their comments and observation will be effected before administering the questionnaire.

3.7 Administration of the Instrument

The researcher personally administered the questionnaires to all respondents. The questionnaire was made to collect first-hand information from respondents. The respondents were allowed two days to complete the questionnaires.

The questionnaire were administered personally by the researcher to the students in the department under study, of which retrieved copies will be used for data analysis of the study.

3.8 Method of Data Analysis

Data from the respondents will be presented in tables and analyzed with the aid of arithmetic mean and simple percentage. The choice of these tools is because they are very convenient and more appropriate to enable the readers comprehend the findings of the study.

- i. Simple Percentage: This will be used in the analysis of each of the questions relating to respondents' demographic variables.
- ii. Mean Score: This shall be adopted in analysing each variable in the questionnaire.

The mean score statistics was used to determine the acceptance average of the research questions. The data was computed using the formulae below:

$$X = \frac{\sum n}{n} = \frac{4+3+2+1}{4} \frac{10}{4} = 2.5 \text{ (cut-off point)}$$

Where;

X = mean

\sum = Summation sign

X = Nominal value of point

N = Number of respondents

Where the mean calculated is equal to or exceeds 2.5 (the mean of the 4 point scale), the item is accepted. On the other hand, where the calculated mean is less than 2.5, the item is rejected. The acronyms for 4 points scale are: Strongly Agreed SA = 4, Agreed A = 3, Disagreed D = 2, and Strongly Disagreed SD = 1.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of data collected from the respondents. Three hundred and ninety seven (397) questionnaires were administered to the respondents, and one hundred and eighty (180) were duly completed and returned. The analysis was carried out base on each research question. The data were first presented in a table followed by the interpretation for each research questions.

Research Question 1: What are the frequent and regular types of students' indiscipline among OTM students?

Table 4.1: responses on the types of students' indiscipline among OTM students

S/N	Variables	SA	A	D	SD	ΣFX	X	Remarks
1	Developing negative attitude towards school, resulting in lateness to class and poor attendance.	105	70	5	-	640	3.6	Accepted
2	Talking in the class by speaking pidgin English and other languages	110	65	5	-	645	3.6	Accepted
3	Neglecting homework and poor study habits	95	60	15	10	600	3.3	Accepted
4	Telling lies, assault and insult on lecturers and non-lecturers	60	80	30	10	550	3.1	Accepted
5	Stealing among others in classroom	80	50	30	20	550	3.1	Accepted
6	Disrespectful behaviors towards the lecturers	100	50	20	10	600	3.3	Accepted
7	Using handsets while lecture is going	110	65	5	-	645	3.6	Accepted
8	Distracting others during lectures	95	60	15	10	600	3.3	Accepted

9	Disobeying rules and regulations guiding exams conduct	60	80	30	10	550	3.1	Accepted
10	Reaching the school late	80	50	30	20	550	3.1	Accepted
N = 180		Cut off points = 2.5						

Interpretation

In table 4.1, variables 1,2,3,4,5, 6,7,8,9 and 10 with the mean scores of 3.6, 3.6, 3.3, 3.1, 3.1, 3.3, 3.6, 3.3, 3.1 and 3.1 respectively which are all greater than the cut-off point of 2.5 indicates that, developing negative attitude towards school, resulting in lateness to class and poor attendance, talking in the class by speaking pidgin English and other languages, neglecting homework and poor study habits, telling lies, assault and insult on lecturers and non-lecturers, stealing among others in classroom, disrespectful behaviors towards the lecturer; using handsets while lecture is going; distracting others during lectures; disobeying rules and regulations guiding exams conduct and Reaching the school late are all form of indiscipline among Office Technology and Management (OTM) students.

Research Question 2: What are the causes of indiscipline among office OTM students?

Table 4.2: Responses on causes of indiscipline among OTM students

S/N	Variables	SA	A	D	SD	ΣFX	X	Remarks
11	Failure of the adults, to set standards of good behaviors for students to follow.	80	50	30	20	550	3.1	Accepted
12	Failure of parents to set good examples for students to follow	100	50	15	15	595	3.3	Accepted
13	The failure of communication between the youths on their right and the failure of authorities to tend to them	180	-	-	-	720	4.0	Accepted
14	The influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority;	100	60	20	-	620	3.4	Accepted

15	The high level of mobile phone usage, especially handsets affect student performance	110	50	15	5	615	3.6	Accepted
16	The “generation gap” in ideas, beliefs and values about the nature of man, life and society.	90	60	15	15	430	3.0	Accepted
17	The failure of many homes to provide basics and essential moral training	100	50	15	15	595	3.3	Accepted
18	Cellphones and laptops can be distracting for students in classroom	90	60	15	15	430	3.0	Accepted
N = 180		cut off points =2.5						

Interpretation

In table 4.2, variables 11, 12, 13, 14, 15, 16, 17 and 18 with the mean scores of 3.1, 3.3, 4.0, 3.4, 3.6, 2.3 and 3.0 respectively which are all greater than the cut-off point of 2.5. Indicates that, failure of the adults, to set standards of good behaviors for students to follow, failure of parents to set good examples for students to follow, failure in communication between the youths on their right and the failure of authorities to tend to them, the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority, the high level usage of mobile phone, especially handsets affects student performance, the generation gap in ideas, belief and values about the nature of man, life and society, failure of many homes to provide basics and essential moral training, and cellphones and laptops can be distracting for students in classroom are all form of causes of indiscipline among OTM students.

Research Question 3: What are the effects of indiscipline among OTM students?

Table 4.3: Responses on effects of indiscipline among OTM students

S/N	Variables	SA	A	D	SD	ΣFX	X	Remarks
19	Poor academic performance in schools	95	40	35	10	580	3.2	Accepted
20	Examination malpractices other academic	100	40	20	20	580	3.2	Accepted

	vices								
21	Strained student-teacher relationships and a more compromised climate for mutual respect necessary for learning.	90	60	30	-	600	3.3	Accepted	
22	Dropping off in concentration in classroom while there is a classroom policy for effective teaching and learning to take place.	90	60	20	10	590	3.3	Accepted	
23	Syllabus not been completed due to disruption of students	100	50	30	-	610	3.4	Accepted	
24	Increase in cultism, bullying and other vices	40	30	60	50	500	2.3	Rejected	
25	Wastage of resource materials and facilities as a result of student indiscipline	90	60	30	-	600	3.3	Accepted	
26	Rioting and social disorder on campus	90	60	20	10	590	3.3	Accepted	
27	Social vices hike sexual assault, cultism, stealing and lying, and drug abuse and all resultant of indiscipline in school	100	50	30	-	610	3.4	Accepted	
N = 180		cut-off points = 2.5							

Interpretation

In table 4.3, variables 19, 20, 21, 22, 23, 25, 26 and 27 with the mean scores of 3.2, 3.2, 3.3, 3.3, 3.4, and 2.8 respectively which are all greater than the cut-off point of 2.5. Indicates that, poor academic performance in schools, examination malpractices other academic vices, strained student-teacher relationships and a more compromised climate for mutual respect necessary for learning, dropping off in concentration in classroom while there is classroom policy for effective teaching, learning to take place, syllabus not been completed due to disruption of academic calendar, wastage of resource materials and facilities as a result of student indiscipline, rioting and social disorder on campus, and social vices hike sexual assault, cultism, stealing and lying, and drug abuse and all resultant of indiscipline in school. However, variable 24 has the mean score of 2.3 that is lower than the cut-off point of 2.5 indicates that the respondents disagree to the fact that increase in cultism, bullying and other vice are effect of indiscipline among OTM students.

Research Question 4: What are the possible solutions to curb indiscipline in OTM department?

Table 4.4: Responses on the possible solutions to curb indiscipline in OTM department.

S/N	Variables	SA	A	D	SD	ΣFX	\bar{X}	Remarks
28	School management should place indiscipline students under detention and if possible withdraw all privileges	150	20	10	-	680	3.8	Accepted
29	There should be clear and well spelt out guidelines and rules	120	50	10	-	650	3.6	Accepted
30	There should be high level of classroom control and management	120	60	-	-	660	3.7	Accepted
31	Management should put in place a very good, positive teacher-learner relationships	100	70	10	-	630	3.5	Accepted
32	Management should use other students that have exhibited good character as role models.	100	75	5	-	635	3.5	Accepted
33	School management should use guiding and counseling for student that are indiscipline's	90	90	15	5	665	3.7	Accepted
34	Positive teacher-student relationship	150	20	10	-	680	3.8	Accepted
35	The school management need to employ both preventive and corrective measures to stem the tide of indiscipline on campus	120	50	10	-	650	3.6	Accepted
N = 180		cut-off points = 2.5						

Interpretation

In table 4.4, variables 28, 29, 30, 31, 32, 33, 34 and 35 with the mean scores of 3.8, 3.6, 3.7, 3.5, 3.5, 3.7 3.8 and 3.6 respectively which are all greater than the cut-off point of 2.5. Indicates that, school management should place indiscipline students under detention and if possible withdraw all privileges, there should be clear and well spelt out guidelines and rules, there should be high level of classroom control and management, management should

put in place a very good positive teacher-learner relationship, management should use other students that have exhibit good character as role models, school management should use guiding, counseling for student that are indiscipline, positive teacher-student relationship, and school management need to employ both preventive and corrective measures to stem the tide of indiscipline on campus. With all the variables in table 4.4 above indicates the possible solutions to curb indiscipline in OTM department.

4.2 Major findings

Based on the analysis of data collected, the followings findings were made:

Research question one: what are the frequent types of students' indiscipline among OTM students?

Findings from this research question on the type indiscipline among OTM students reveal that:

1. Developing negative attitude towards school, resulting in lateness to class and poor attendance.
2. Talking in the class by speaking Pidgin English and other languages.
3. Neglecting homework and poor study habits.
4. Telling lies, assault and insult on lecturers and non-lecturers.
5. Stealing among others in classroom.
6. Disrespectful behaviors towards the lecturers.
7. Using handsets while lecture is going
8. Distracting others during lectures
9. Disobeying rules and regulations guiding exams conduct
10. Reaching the school late

Research questions two: what are the causes of indiscipline among OTM students?

Findings from this research question revealed:

1. Failure of the adults, to set standards of good behaviors for students to follow.
2. Failure of parents to set good examples for students to follow.
3. The failure in communication between the youths on their right and the failure of authorities to tend to them.
4. The influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about student's power against authority.
5. The high level of mobile phone usage, especially handsets affects student performance.
6. The "generation gap" in ideas, beliefs and values about the nature of man, life and society.
7. The failure of many homes to provide basics and essential moral training
8. Cellphones and laptops can be distracting for students in classroom

Research questions three: what are the effects of indiscipline among OTM students?

The finding from this research question shows:

1. Poor academic performance in schools.
2. Examination malpractices other academic vices.
3. Strained student-teacher relationships and a more compromised climate for mutual respect necessary for learning.
4. Dropping off in concentration in classroom while there is classroom policy for effective teaching and learning to take place.
5. Syllabus not been completed due to disruption of students.

6. Increase in cultism, bullying and other vices.
7. Wastage of resource materials and facilities as a result of student indiscipline.
8. Rioting and social disorder on campus.
9. Social vices hike sexual assault, cultism, stealing and lying, and drug abuse and all resultant of indiscipline in school

Research questions four: what are the possible solutions to curb the identified causes of indiscipline in OTM department?

Finding from this research question revealed that:

1. School management should place indiscipline students under detention and if possible withdraw all privileges.
2. There should be clear and well spelt out guidelines and rules.
3. There should be high level of classroom control and management.
4. Management should put in place a very good positive teacher-learner relationship.
5. Management should use other students that have exhibited good character as Role Models.
6. School Management use guiding and counseling for students that are indiscipline.
7. Positive teacher-student relationship.

4.3 **Discussion of Findings**

From the findings on the frequent and regular type of students' indiscipline among OTM students it was revealed that the frequent and regular types of students' indiscipline among OTM students come in different forms which include Developing negative attitude towards school, resulting in lateness to class and poor attendance Talking in the class by

speaking pidgin English and other languages, Neglecting homework and poor study habits, Telling lies, assault and insult on lecturers and non-lecturers, Stealing among others in classroom, and Disrespectful behaviors towards the lecturers.

Finding on the causes of indiscipline among OTM students reveals that the causes of indiscipline include the failure of the adults, to set standards of good behaviors for students to follow, failure of parents to set good examples for students to follow, the failure of communication between the youths on their right and the failure of authorities to tend to them, the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority, the high level of mobile phone usage, especially handsets affects student performance and the “generation gap” in ideas, beliefs and values about the nature of man, life and society.

From the findings on the effects of indiscipline among OTM students, was also revealed that; poor academic performance in schools, examination malpractices other academic vices, strained student-teacher relationships and a more compromised climate for mutual respect necessary for learning, dropping off in concentration in classroom while there is classroom policy for effective teaching and learning to take place, syllabus not been completed due to disruption of academic calendar, increase in cultism, bullying and other vices.

Finding on the possible solutions to curb indiscipline in OTM department revealed that students school management should place indiscipline students under detention and if possible withdraw all privileges, there should be clear and well spelt out guidelines and rules, there should be high level of classroom control, management should put in place a very good, positive teacher-learner relationship, management should use other students that have

exhibited good character as role models, school management use guiding and counseling for student that are indisciplined.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is the concluding chapter in this research work; it provides the summary of the study, conclusions drawn from the result of the analysis of the study and recommendation. Also, suggestions for further studies are also presented in this chapter.

5.1 Summary

It is necessary to restate the problem before dwelling on the summary of study. Therefore the problem of the study is stated thus: Indiscipline in school has a significant impact on the quality of teaching and learning, as well as uncovered/unfinished school curriculum, which leads to poor results, dropouts, and waste of educational resources invested by stakeholders such as parents and the government. Most students' indiscipline and unrest are clearly planned to cause maximum devastation.

This research was carried out specifically to examine the problems militating against students' causes and effect of indiscipline in the department of office technology and management. Four (4) research questions were drawn to guide the study in the course of investigation.

Several books and websites were visited so as to provide theoretical framework for the problem under investigation. The population for the study comprises of 590 students of ND and HND students of the department under study, and sample size was determined from the population of the study using Krejcie and Morgan's table. A total of (397) constitute the sample size for the study. The research area covered the department of office technology and

management, Kaduna polytechnic, Kaduna. Mean score was used for the analysis of data. Based on the analysis of data, it was discovered that developing negative attitude towards school, result in lateness to class and poor attendant, disrespectful behaviors towards the lecturers and non lecturers are all form of indiscipline among student of OTM.

5.3 **Conclusion**

Base on the findings the study concludes that:

It is imperative to ensure that the good behavior and conduct are inculcated in students by enduring that negative attitude of students are curbed to, established and maintained effective learning. Good and workable disciplinary measures are in place to help stem the tide of student indiscipline my school managements

School should ensure that a good academic relationship is established between students and lecturer. Management should educate the students on the importance education and obedience toward learning. Lecturers on their part should set a good examples for students to and encourage to emulate their good behavior.

5.4 **Recommendation**

The following recommendations are made from the findings of the study.

1. The government, policy makers, education reformers and school administrators should ensure that schools are provided with adequate facilities for teaching and learning, sports and games as well as information communication technologies internet connectivity.
2. Concerted efforts of stakeholders such as parents, teachers' non-governmental organizations, educational authorities, corporate bodies, past students and government should be made to find a lasting solution to social menace.

3. School administrators, parents and teachers must show good examples to students since they imitate and copy their behavior.
4. School administrators, teachers and parents should reduce indiscipline through increased supervision.
5. Support staff can be used to assist teachers in classroom supervision especially in large classrooms.
6. In cases of serious misconducts, parents of children should be invited to the school by the administrators.
7. Teachers should correct students' mistakes with love rather than label them negatively.
8. School curriculum should emphasize moral education for good character training.
9. School administrators and teachers should provide moral leadership in schools.
10. There should be re-orientation of the wider Nigerian society. If the society is disciplined, the micro society will be disciplined.
11. Parents, the school and religious bodies that are charged with moral training of children should ensure that sound moral education is given to children, at tender age and the fear of God instill in them.

5.5 Area for Further Studies

Having undergone the research study, the researcher finds it necessary to consider the following for future researchers.

1. Strategies to improve students' performance through discipline in Kaduna polytechnic.

2. Effect of inexperienced lecturer in handling student indiscipline in the department of Office Technology and Management, Kaduna polytechnic.
3. Discipline as a means of improvement academic excellence among students in tertiary institution.

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APPENDIX

Department of Office Technology and Management,
College of Business and Management Studies,
Kaduna Polytechnic,
Kaduna State.
Dear Respondent,

LETTER OF INTRODUCTION

I am a student of the above named institution, and currently conducting a research on **“Causes and Effect of Indiscipline among Office Technology and Management Students in Kaduna Polytechnic, Kaduna State.”** It is a pre-requisite for the award of Higher National Diploma in the Department of Office Technology and Management studies.

Below is a questionnaire which I would very much like you to fill so as to furnish me with the necessary information that will enable me to successfully write the project for academic purpose only.

I wish to assure you that any data or information elicited would be held confidential and would not be used for any other purpose than this study.

Thanks for your anticipated cooperation.

Yours faithfully

Abubakar Adamu
KPT/CBMS/19/41687

QUESTIONNAIRE

SECTION A: PERSONAL DATA

Name of Organization: _____

Rank: _____

Lecturers []

Students []

Gender

Male []

Female []

Please answer the question that follows using the acronyms given in the boxes are:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

SECTION B: what are the frequent and regular type of students' indiscipline among OTM students?

S/N	Variables	SA	A	SD	D
1.	Developing negative attitude towards school resulting in late-coming or poor attendance				
2.	Talking in the class by speaking pidgin English and other languages				
3.	Neglecting homework and poor study habits				
4.	Telling lies, assault and insult on lecturers and non-lecturers				
5.	Stealing among others in classroom				
6.	Disrespectful behaviors towards the lecturers				
7.	Using handsets while lecture is on going				
8.	Distracting others during lectures				
9.	Disobeying rules and regulations guiding exams conduct				
10.	Reaching the school late				

SECTION C: What are the causes of indiscipline among OTM students?

S/N	Variables	SA	A	SD	D
11.	Failure of the adults, to set standards of good behaviors for students to follow.				
12.	Failure of parents to set good examples for students to follow.				
13.	The failure of communication between the youths on their right and the failure of authorities to tend to them.				
14.	The influence of the media (i.e. the newspaper, the radio and television)				

	which carry regular reports about students power against authority;				
15.	The high level of ICT among young men and women is easier compared with that of old generation				
16.	The “generation gap” in ideas, beliefs and values about the nature of man, life and society.				
17.	The failure of many homes to provide basics and essential moral training				
18.	Cellphones and laptops can be distracting for students in classroom				

SECTION D: what are the effects of indiscipline among OTM students?

S/N	Variables	SA	A	SD	D
19.	Poor academic performance in schools				
20.	Examination malpractices and other academic vices				
21.	Strained student-teacher relationships and a more compromised climate for mutual respect necessary for learning.				
22.	Lack of concentration in classroom while there is classroom policy for effective teaching and learning to take place.				
23.	Syllabus not been completed due to disruption of students				
24.	Increase in cultism, bullying and other vices				
25.	Wastage of resource materials and facilities as a result of student indiscipline.				

26.	Rioting and social disorder on campus				
27.	Social vices like sexual assault, cultism, stealing and lying, and drug abuse and all resultant effect of indiscipline in school				

SECTION E: What are the strategies employed for curbing indiscipline Acts among Office Technology and Management Students?

S/N	Variables	SA	A	D	SD
28	School management should place indiscipline students under detention and if possible withdraw all privileges.				
29	There should be clear and well spelt out guidelines and rules				
30	There should be high level of classroom control and management.				
31	Management should put in place a very good, positive teacher-learner relationships				
32	Management should use other students that have exhibited good character as Role Models.				
33	School Management should use guiding and counseling for student that are indiscipline				
34	Positive teacher-student relationship				
35	The school management need to employ both preventive and corrective measures to stem the tide of indiscipline on campus				